FROM THE PRESIDENT:
New Beginnings

By Linda Chopra, ey603@hotmail.com

June was a time of new beginnings for me. Within that month, I became a grandmother, accepted the position of assistant director at a nearby library, and assumed the presidency of LIRT. Initially these changes required a whirl of activity – flying to Seattle to hold my granddaughter and bond with my daughter, saying good-bye to former colleagues and meeting new ones, and attending lots of meetings at the Annual Conference in San Francisco. But since then, the pace has slowed and I've had time for a bit of reflection.

I consider it an honor to serve as president of LIRT, an organization that has contributed immensely to my professional growth. Since joining the round table eight years ago, I've

worked with committee members and officers who have freely shared their knowledge and expertise, providing me with a network of colleagues whom I can contact when I need advice or just a sympathetic ear. My LIRT colleagues put in many hours working on various projects within our organization, exhibiting a level of commitment that never ceases to amaze me, especially given the crazy pace of life in libraryland. So, I've learned by their example, as well as from their experience. Sure, I've picked up teaching tips and techie skills, but I've also learned a whole lot more. My association with LIRT has given me the knowledge, confidence, and support I need to succeed in our challenging profession.

So, let me encourage all LIRT members to make a new beginning. Get involved in our organization by joining a committee that focuses on your particular needs and/or interests. I promise you that LIRT will enhance your career development and introduce you to a wonderfully empowering group of professionals.

Get Involved with LIRT

By Anne Houston, ahousto@luc.edu

Would you like to get more involved in LIRT? Consider volunteering to serve on a LIRT committee. Committees do much of the work to keep LIRT running, and make us a vital organization.

Some LIRT committees center on a particular topic in library instruction, such as adult learners; transition from high school to college; or technology in teaching. Others are charged with planning and executing a LIRT function, such as the annual conference program or the annual elections. All of the committees are in need of members with different types of skills and interests, from all kinds of libraries—public, school, academic and special.

When you volunteer, you contribute to LIRT by giving your time, talent and unique perspective to the committee. In turn, you'll meet interesting people from all over; gain new ideas to take back to your institution; and get valuable experience in working with a professional organization. Committee work can also make ALA conferences a more focused and meaningful experience. And volunteers take a leadership role in LIRT— which looks great on your resume!

It's time to nominate candidates for LIRT offices, 2002/2003

INSIDE

Get Involved with LIRT

For most committees, members are required to attend ALA Annual and Midwinter conferences. Committees meet twice at conference in "all-committee meetings" on Saturday and Monday mornings. The all-committee meetings allow everyone to gather in one room and share information between committees, and make general announcements to the group. Committee members also participate throughout the year via e-mail, phone or mail with their committee chair. Committee activities and volunteer responsibilities vary widely depending on the function of the committee.

Volunteering is easy: you can fill out the form found in each LIRT News issue and send to me; or access the form online at <http://www.baylor.edu/LIRT/volform.html>. If you are not sure which committee would best suit your interests, please feel free to contact me at ahousto@luc.edu and I can tell you more about what the committees do.

NON-LIRT MEETINGS

Reports of the following instruction-related meetings and/or events are available in the online edition of the LIRT News.

 ACRL - IS Emerging Technologies Comm.
 ACRL - IS Program -"Partners in Progress : Using Campus Partnerships to Promote Information Literacy"
 ACRL Distance Learning Section program
 National Council for Learning Resources (NCLR) - CJCLS Joint Discussion Group
 "How to Keep from Glazing over When You Hear the Word Assessment: Realistic Strategies for the Library Instruction Community" ACRL-IS Preconference 6/15/01.

LIRT OFFICERS AND CHAIRPERSONS 2001/2002

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For a complete directory that includes addresses, phone numbers and institutional affiliations, consult the LIRT Website at <http://diogenes.baylor.edu/Library/LIRT/>.

Partnerships for Instruction

About 130 people attended the LIRT program at the ALA Annual Conference on Sunday, June 17, at the Moscone Convention Center in San Francisco. This year's program, entitled "Partnerships for Instruction," featured two speakers and eight poster presentations, focusing on the ways different types of libraries can collaborate to provide instructional services.

The first speaker, Lisa Rosenblum, Manager of Adult Service and Training at San Jose Public Library, addressed the unique collaboration between San Jose Public Library and San Jose State University Library. The two institutions will combine their libraries into a single new facility in 2003. Librarians from both institutions will staff the new Martin Luther King Library, and many key services will be merged, including instructional services.

Both institutions currently offer instructional services, though of somewhat different kinds. The public library teaches classes on basic Internet skills, including e-mail, and on such topics as genealogy; the university library offers course-integrated instruction and faculty development. Both libraries participate in K-12 outreach, and are offering more instruction via the Web.

Rosenblum stated that combining instruction programs could result in a dynamic new level of excellence, or "synergy." The merger will offer new opportunities, such as the occasion to create new types of learning communities. The emphasis on information competence and web-based instruction will be heightened, and evaluation methods strengthened. Librarians at both institutions will prepare for the merger by observing each other's instruction and developing similar evaluation methods, by developing materials together, and by cross-training librarians. After the merger, services will be evaluated rigorously and adjustments made if necessary.

The second speaker, Patrick Jones of the consulting firm Connecting Young Adults and Libraries, spoke about the outreach that public libraries can do to connect with schools. Jones described his experiences with different public libraries around the country that offer instructional programs to local schools. Programs included outreach to 9th and 10th grade students, and training for public librarians about how to offer instruction.
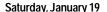
Jones offered several thoughtful definitions of "young adult": a young adult is "a work in progress;" "someone who no longer wants to be a child but is not yet considered an adult;" and "a person who will be in academic libraries in a few years." The key to reaching these teenagers is to be responsive and respectful.

Jones outlined reasons why public libraries should care about training information-literate young adults. Information literacy can have direct outcomes for youth. It encourages independent, lifelong learning and creates "raving fans" of libraries. Thus, partnerships with schools can pay off for public libraries. According to an AASL document, with information literacy skills "students become independent, ethical, lifelong learners who achieve personal satisfaction and who contribute responsibly and productively to the learning community and to society as a whole." Information literate students can access information efficiently, evaluate the information they find, and use it properly.

Among the groups that public libraries can reach out to are public and private schools, parents, home-schoolers, local groups such as Boy's Clubs and YMCAs, museums, and after-school programs. Good times to approach these groups include special events such as Kids' Online Month or National Library Week, when term papers are due, and after school.

Jones talked about the importance of teaching the "Big 6 Skills," an information-finding process defined by Michael B. Eisenberg and Robert E. Berkowitz. The six steps are defining the problem, determining sources, locating sources, extracting the relevant information, synthesizing, and evaluating.

LIRT MEETINGS

ALA MIDWINTER CONFERENCE 2002

New Orleans
JANUARY 18-23, 2002

Saturday, January 19
8:00 a.m - 9:00 a.m.   Executive Board I
                        Morial Convention Center, Room 333
9:30 a.m. - 12:30 p.m. General Membership & All Committee
                        Meetings, Morial Convention Center, Room 353

Sunday, January 20
2:00 p.m. - 4:00 p.m.   Discussion Forum, Marriott New Orleans, Iberville Room
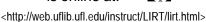
Monday, January 21
9:30 a.m. - 11:00 a.m.   All Committee Meeting II, Royal Sonesta, Iberville Room
11:30 a.m. - 12:30 p.m. Steering Committee, Royal Sonesta, Evangeline Suite

Tuesday, January 22
9:30 a.m. - 11:00 a.m.   Executive Board II, Morial Convention Center, Room 336

The *LIRT News*
is online at:

<http://web.uflib.ufl.edu/instruct/LIRT/lirt.html>

ALA
◆NEWS◆

ALA Annual Conference 2001 Council Activities
By Tim Grimes, LIRT Councilor, GrimesT@aadl.org

Council sessions at ALA in San Francisco again proved quite interesting. Several key issues were discussed and Council grappled with methods of dealing with convention sites where labor strikes exists.

ALA COUNCIL/EXECUTIVE BOARD/ MEMBERSHIP INFORMATION SESSION & COUNCIL I

These Sunday morning meetings contained several reports of the year's activities, as well as an intensive small group discussion period to discuss progress of the ALA Ad Hoc Task Force on External Accreditation.

Highlights:

 Members of the External Accreditation Task Force led tabletop discussions of a proposal to set up an external accrediting body (currently, accreditation is handled by the ALA Committee on Accreditation). The task force gathered information and later decided that the proposal (which was scheduled to appear at Council II) would be further refined before being brought to Council as an action item.

 The Budget Analysis and Review Committee reported that ALA was in good financial heath.

 President Nancy Kranich outlined her year as ALA leader, which focused heavily on democracy, advocacy, and media relations.

 John Berry, President-elect, reported on the activities of his three presidential task forces on equity and access, recruitment and diversity, and electronic participation.

 Executive Director Bill Gordon noted the great turnout for the conference and noted that there was a new pavilion in the conference exhibits dedicated to accessibility issues for individuals with disabilities.

COUNCIL II

Much of the discussion at this Tuesday morning meeting focused on a proposal for a post-certification program beyond the MLS.

Highlights:

 Council approved a statement opposing the shifting of policy making and management oversight of library services from the public to the private for-profit sector.

 After much discussion, Council approved a proposal to establish an allied professional association to certify librarians in areas of specialization.

 Council approved a policy on preservation

COUNCIL III

Council spent much of its last meeting discussing quorums at membership meetings and hotel contracts in cities with labor disputes.

Highlights:

 Council, grappling with the issues of establishing quorums at conference membership meetings, voted that the president establish a special committee on membership meeting quorums.

 A proposal to add a strike and boycott clause to conference hotel contracts was referred to the ALA Conference Committee.

 Council agreed to seek to schedule Midwinter conference at times other then during Martin Luther King day.

 Council endorsed the process developed by the Presidential Task Force on Core Values and requested that a final report be made to Council at the 2003 Annual Conference.

LIRT 2002 DISCUSSION FORUM

Come join LIRT for the 2002 Discussion Forum at the ALA Midwinter Meeting in New Orleans! The Forum is an informal environment for sharing ideas about library instruction. Meet with other librarians who have an interest in instruction to discuss new ideas, share challenges, or request advice. Come prepared to gain insight and have a great time!

Sunday, 20 January 2002
2:00 - 4:00 p.m.
Marriott New Orleans, Iberville Room

✓ CHECK THESE OUT!

By Mary Pagliero Popp, popp@indiana.edu

Are your presentation skills rusty? Take a look at some of the articles below. You will pick up tips for classroom presentations as well as presentations using the World Wide Web as a teaching tool. Happy reading!

TEACHING METHODS AND PRESENTATION TECHNIQUES

Conger, Joan E. "Wake Up That Back Row! Interactive Library Instruction without Hands-on Student Computers." Reference Librarian no. 73 (2001): 309-322.

Conger describes ways to use active and cooperative learning to engage students in a 50-minute bibliographic instruction session. She gives an overview of the supporting research, reviews objections to cooperative learning and discusses ways to mitigate the problems, and provides her own practical tips.

Junion-Metz, Gail. "The Librarian's Internet: Tailor Made Tools." School Library Journal 47.9 (September 2001): 37.

Descriptions and URLs for Web-based teaching tools to help librarians create interactive quizzes, personalized awards, puzzle generators, rubrics, and web quests. Anyone who works with children or teens should check this out.

Presenters University
<http://www.presentersuniversity.com/courses/index.cfm>
Accessed 10-14-01.

Want to learn more about effective presentation skills? This web site,sponsored by InFocus Corporation, provides brief tutorials on such issues as humor, interactive content, organizing content, body language, delivery skills, and voice. The section on Visual Aids contains many useful tips for users of PowerPoint and multimedia. This site is intended for business people, but has some good

resources to make all of us better speakers. Thanks to Frank Quinn and Emily Okada of the Indiana University Libraries for pointing out this one out.

Sutherland, Naomi R. and Winters, C. M. "The A, B, Z's of Bibliographic Instruction: Using Real Life Analogies to Foster Understanding." Reference Librarian no. 73 (2001): 293-308.

Describes attention-getting analogies, cognitive research that supports their use, and effective application of analogies in bibliographic instruction.

GETTING THEM DURING THE FIRST YEAR

Michel, Stephanie. "What Do They Really Think? Assessing Student and Faculty Perspectives of a Web-Based Tutorial to Library Research." College and Research Libraries 62.4 (2001): 317-333.

Michel details the creation of the "Highlander Guide", a WWW tutorial of information literary skills and library instruction. The guide consists of seven sections ranging from an introduction to the library to creating a search strategy, using electronic information resources, and learning about citations of sources. Developed as support for freshman-level courses and off-campus students, the Guide has proved helpful for courses in which students need either a basic overview or a more complex study of information competencies. A survey of faculty and students conducted in Spring 1999 revealed overall levels of satisfaction with the "Highlander Guide" and suggestions for improvement. The guide is available at <http://lib.runet.edu/hguide/>.

Parang, Elizabeth, Melinda Raine, and Trisha Stevenson. "Redesigning Freshman Seminar Library Instruction Based on Information Competencies." Research Strategies 17.4 (2000): 269-280.

The authors observe that "[a]n effective information literacy program is one that enables students to recognize the value of information and use it make informed choices in their personal, professional, and academic lives" (270). Toward that goal, library instruction in the Pepperdine University Freshman Seminar program was restructured into a Web-based component of library orientation and an in-person component of instruction. The Web tutorial covers a virtual library tour and an introduction to the online library catalog, while librarians teach the in-person instruction in using a general periodical database for locating journal articles. Evaluation of the instruction with measurable outcomes revealed greater student success and satisfaction in the revamped format.

DISTANCE EDUCATION

Kelley, Kimberly B., Gloria J. Orr, Janice Houck, and Claudine SchWeber. "Library Instruction for the Next Millennium: Two Web-Based Courses to Teach Distant Students Information Literacy." Journal of Library Administration 32.1/2 (2001): 281-294.

Provides a practical view of creating a Web-based course for information literacy, with its innate technological challenges. An online information literacy course required for all incoming graduate students was offered in Fall 1998. An initial requirement from the University of Maryland University College Graduate Council was to make the course as self-sufficient as possible without a faculty member. The initial course offering revealed a need to have a librarian serve as a faculty member to update the course and perform general computer troubleshooting. An undergraduate, elective information literacy course for credit was designed later and the two courses are compared briefly. The article contains notes on the amount of time needed to plan an online course, as well as a caution to be prepared for distance students' varying levels of technological expertise.

Check These Out

Pival, Paul R., and Johanna Tunon. "Innovative Methods for Providing Instruction to Distance Students Using Technology." Journal of Library Administration 32.1/2 (2001): 347-360.

Three techniques used at Nova Southeastern University in distance education library instruction are examined in terms of each technique's strengths and drawbacks. The first, compressed video, was found to be adequate for a static PowerPoint presentation but less useful for demonstrations of online searches and other live teaching. The second, Netmeeting, has proven to be helpful for collaborative work at cluster sites in which demonstrations and interaction are crucial. The third, streaming media, employs the Realnetworks application to present not only PowerPoint modules but also audio and/or video of librarians explaining concepts.

Viggiano, Rachel and Meredith Ault. "Online Library Instruction for Online Students." Information Technology and Libraries 20.3 (September 2001): 135-138.

The Florida Distance Learning Reference and Referral Center uses a chat room to provide real-time online library instruction. The authors describe their software and discuss effective methods for chat instruction, including issues of class size, pushing URLs and collaborative browsing, giving students information and basic commands in advance, staffing, and scheduling.

TECHNOLOGY AND THE WEB

Cottrell, Janet R. "Teaching Students to Evaluate Web Sources More Critically: Implications from a Faculty Workshop." College and Research Libraries News 62.2 (2001): 141-143, 186.

Instruction librarians know all too well that students often overlook the information reliability and accuracy of a Web site in favor of its inclusion or exclusion of eye-catching graphics, design, and overall attractiveness. Cottrell notes that the same misconceptions can apply to faculty. She writes about the work of university faculty at a four-day workshop addressing various issues of technology and pedagogy. Faculty asked to work in groups to create lists of evaluation criteria for Web sites focused less upon site content and more upon graphic design and usability. The author concludes that this discovery opens another door for working with faculty on creating Web evaluation criteria for their students and themselves.

Fitzgerald, Mary Ann and Chad Galloway. "Helping Students Use Virtual Libraries Effectively." Teacher Librarian 29.1(October 2001): 8-14. Also available at: <http://www.teacherlibrarian.com/pages/29_1_feature.html>

The authors discuss the results of a research study in which they watched high school and college students use GALILEO, the state of Georgia's virtual library. They describe problems students encountered and suggest strategies for teaching students to use such libraries, including strategies for teaching about choice of databases, for judging relevance, and for evaluating resources found.

Manuel, Kate. "Teaching an Online Information Literacy Course." Reference Services Review 29.3 (2001): 219-228.
The author describes her experience creating and teaching an online course, "Discipline Based Information Literacy". The course was taught during Winter Quarter 2001 and had an initial enrollment of 11 students. Only two students finished the course on time, while three students withdrew during the quarter and the remaining students took incompletes. The author offers useful cautions to librarians undertaking such a venture, noting not only the additional preparation time for an online course, but also explaining the need for students to anticipate technical difficulties and to practice self-motivation in the electronic learning environment.

Smalley, Topsy N. "Information Literacy in the Information Age." College and Research Libraries News 62.7 (2001): 689-690, 704.

Smalley provides observations from a sabbatical project in which she studied information literacy needs in the workplace. She expanded her research to high schools teaching information literacy skills as well as information competencies required at the junior/senior level in four-year colleges. Her findings indicate that workers in the Information Age are expected increasingly to access and synthesize information in a distributed environment and to take "personal responsibility for finding information needed for problem-solving" (690). Her complete project report is available at <http://www.cabrillo.cc.ca.us/~tsmalley/> or <http://www.topsy.org/>.

Recent literature in our field is full of new ideas and new concepts. Take a moment to learn something new or to rethink what YOU do.

HELPING KIDS SEARCH THE WEB

Kuntz, Jerry. "Teach and They Shall Find: Practical Tips for Helping Students Search the Internet." School Library Journal 47 (May 2001): 54-56.

Kuntz presents search strategies for use with elementary and middle school students. He also includes two helpful sidebars, one listing questions to ask when evaluating search services meant for kids, and a second describing new or improved search engines for kids.

PARTNERSHIPS AND LEARNING IN ACADEMIC LIBRARIES

A recent issue of RSR:Reference Services Review (volume 29, issue 2, 2001) focuses on partnerships in academic libraries. included are several useful articles concerned with information literacy:

The Dos and Don'ts of Online Tutorials

By Alexius Smith Macklin, alexius@purdue.edu

In this age of tutorials, there is a proliferation of online learning tools to help students and faculty understand the nuances of the many electronic resources available on demand via the Internet. Unfortunately, these tools often provide ineffective or insufficient assistance for the beginning-level user. The reasons are many, but underlying most of the problem is that traditional-aged students do not typically learning by using online tutorials.

OK, I know that this statement contradicts a built-in assumption by many librarians (including me), faculty, vendors, and information technology designers that once a tutorial is created and made available, it will be used. Experience and user statistics, however, are proving otherwise. Often the help is available and still inaccessible because users simply do not know where to find it – or how to apply the information once it is found.

In a survey taken of incoming freshmen at Purdue University, students ranked how they learned best in an online environment. They were asked to rank their answers to the following question.

When introduced to a new software package or a new search engine,

1. I ask for help from someone who knows how to use the technology

2. I watch a friend using the software package or search engine

3. I figure it out on my own by trial and error

4. I enroll in a class to teach me how to use the package or search engine

5. I read the online tutorial

An overwhelming majority of students polled selected answer 3 – I figure it out on my own by trial and error – as the first method used to learn the new technology.

The second runner up was answer 2 – I watch an experienced friend using the technology. Very last on the ranking scale was answer 5 – I read the online tutorial. [1]

So, if electronic tutorials are not making the grade, why do we continue to put valuable time into creating them? Or, in many cases, we recreate the tutorials vendors include as part of a very expensive information package. What lure does the online tutorial have over other methods of instruction?

The claim:

Online tutorials provide just-in-time learning.

The experience:

Yes, there is on-demand help in an online environment, but that doesn't always translate into just-in-time learning. For the learning to be just-in-time, it must be relevant to the learner. Most tutorials use abstract examples to teach a variety of specific concepts, and do not offer one-on-one counsel for those learners with unique questions . . .or extra assistance for those who simply do not understand even after reading the help guides and doing the hands-on activities.

The claim:

Online tutorials save time teaching basic concepts. (Or, online tutorials are more resourceful than spending time teaching basic concepts!)

The experience:

Everyday, the library staff is re-teaching basic concepts at the reference desk because students are either not using the tutorials or they cannot apply what they learned from them. Stand-alone tutorials cannot reach the learner by checking for understanding and personalizing the learning experience the same way face-to-face interaction does.

The claim:

Online tutorials can reach a broad audience.

The experience:

Yes, they can – but only superficially and only if there is a demand use them (i.e. a professor makes the tutorial part of the course work or a class assignment.) Otherwise, they tend to sit quietly on the server.

The claim:

Online tutorials are more appealing than a lecture.

The experience:

(My opinion – anything is more appealing than a lecture). Tutorials are visually more interesting, but not all students can learn online. Contrary to the claims that all three learning styles (visual, auditory, and hands-on/experiential) are addressed in Web-based environments (like online tutorials), researchers are finding that these tools are limited by the learner's attention span, motivation to acquire the skills being taught, and previous learning experiences.

While some tout the benefit of an online learning environment is the ability to use graphics, animations and sound, these bells and whistles can also be some of the biggest disadvantages. The over-use of animations and graphics are more disruptive than helpful in demonstrating various concepts. Someone once told me, "Just because that dress fits doesn't mean you should wear it!" Likewise with the development of Web sites – just because you know how to create graphics and aninmations doesn't mean that they are appropriate to accomplish the learning outcomes.

D. Scott Brandt identifies some of the positive ways of using graphics and animations in online tutorials best in his article, <u>Tutorial, or Not Tutorial, That Is the Question . . .</u> [2]

Check These Out

Dorner, Jennifer L., Susan E. Taylor, and Kay Hodson-Carlton. "Faculty-Library Collaboration for Nursing Information Literacy: A Tiered Approach." 132-140.

Sugarman, Tammy S. and Constance Demetracopoulos. "Creating a Web Research Guide: Collaboration between Liaisons, Faculty, and Students." 150-157.

Zhiang, Wenxian. "Building Partnerships in Liberal Arts Education: Library Team Teaching." 141-149.

WEB-BASED TUTORIALS

Dupuis, Elizabeth. "Automating Library Instruction." Library Journal Netconnect (Spring 2001): 21-22. (supplement to the Library Journal and School Library Journal Spring 2001 issues).

Brief description of the Texas Information Literacy Tutorial (TILT) developed for the University of Texas System.   Includes instructions for obtaining the complete tutorial program, graphics, scripts, and documentation.

Weston, Tim J. and Lecia Barker. "Designing, Implementing, and Evaluating Web-Based Learning Modules for University Students." Educational Technology 41(July/ August 2001): 15-22.

Weston and Barker describe advantages and disadvantages of web-based learning materials and provide six practical sets of tips, covering such subjects as ways to find out what is already available, things to consider when developing content, testing, and assessment of the value of the program.

THE ELECTRONIC CLASSROOM — PLANNING FOR ONE AND USING IT

Emmons, Mark and Frances C. Wilkinson. "Designing the Electronic Classroom: Applying Learning Theory and Ergonomic Design Principles." Library Hi Tech 19.1 (2001): 77-87.

The authors discuss the design of the electronic classroom, based on principles of human learning, and note that it should be designed to accommodate a variety of learning activities—lecture, demonstration, individual practice, learner collaboration, and librarian feedback. Includes room layouts and provides practical suggestions for lighting, wall color, ceilings and floors, temperature control, and student workstations.

Gresham, Keith. "Experiential Learning Theory, Library Instruction, and the Electronic Classroom." Colorado Libraries 27(Spring 2001): 19-22.

Gresham suggests that librarians re-examine their instructional programs within the context of experiential learning theory. He provides a brief history of the theory and describes Kolb's theory of learning as a cyclical process from concrete experiences through reflective observations, abstract conceptualizations, and active experimentation. Gresham concludes with a discussion of the theory's implications for library instruction in the electronic classroom. An important article that deserves a wide audience!

NEW IDEAS!

Antonelli, Monika, Jeff Kempe, and Greg Sidberry. "And Now for Something Completely Different... Theatrical Techniques for Library Instruction." Research Strategies 12.2/3 (2000): 177-185.

Provides practical advice on ways to apply theatrical techniques to library instruction. These include: voice control, effective movement, humor, costume, props, music, and rehearsal.

Nahl, Diane. "A Conceptual Framework for Explaining Information Behavior." Studies in Media & Information Literacy Education 1.2 (2001) <http://www. utpjournals.com/ simile>.   Accessed July 18, 2001.

Nahl discusses three theoretical approaches to understanding information behavior that focus on the user's feelings and perceptions.

These are her own work with affective-cognitive-sensorimotor taxonomies, Kulthau's psychodynamic approach to information processing, and Dervin's sense-making theories. She notes that information retrieval systems and instruction must incorporate the needs and feelings of the user.

Oman, Julie N. "Information Literacy in the Workplace." Information Outlook 5 (June 2001): 45-47.

The author describes the necessity for information literacy in the corporate setting. She discusses assessment of the information infrastructure and the demographics of the organization and provides concrete steps for corporate librarians to introduce the concepts of information competencies and information proficiency in the context of knowledge management and learning organization initiatives.

IN BRIEF

Akers, Cynthia, Nanette Martin, and Terri Summey. "Teaching the Teachers: Library Instruction through Professional Development Courses." Research Strategies 17.2/3 (2000): 215-221. [Instruction for faculty, staff, and graduate assistants.]

Brabazon, Tara. "Internet Teaching and the Administration of Knowledge." First Monday 6.6 (June 2001) URL: <http://firstmonday. org/issues/ issue6_6/brabazon/index.html>. Accessed 7-18-01.

Brown, Stephanie Willen and Bonnie Vigeland. "An Innovative First-Year Instruction Program at Hampshire College: Bringing Students and Librarians Together." College and Research Libraries News 62 (July/ August 2001): 717-719, 727.

Clyde, Anne. "Electronic Plagiarism." Teacher Librarian 29.1 (October 2001): 32, 58. Also available at <http://www. teacherlibrarian.com/ pages/29_1_web_clyde.html>.

From the Computer Applications Taskforce to the Teaching, Learning, Technology Committee

By Amy Wallace, amy.wallace@libraries.claremont.edu

In the mid-1980s articles began to appear in the library literature about using computers in instruction. These articles were brief introductions to specific library instruction programs that had begun to use "computer assisted instruction." Most programs were described as pilot projects or experiments, and computer assisted instruction typically meant familiarizing users with microcomputers or training users to search an online catalog. In addition to the handful of high profile programs, all types of libraries were launching computer assisted instruction projects of their own. There was little communication among these programs about successful and not so successful attempts at computer assisted instruction. To examine this problem LIRT formed the Computer Applications Task Force.

One of the main goals of the LIRT Computer Applications Task Force was to inform the library community about libraries that were engaged in, or thinking about trying, computer assisted instruction. The guiding force behind the task force was Robert Kuhner from The City College of New York. The task force's main charge was to compile a list of products used in computer assisted instruction. The end result was actually two lists, one that focused on products that were commercially produced and another that focused on products developed by libraries. The valuable work of the task force did not go unrecognized. In 1988 the task force was upgraded to a standing committee. For several years the LIRT Computer Applications Committee continued to focus on raising the awareness of libraries engaged in computer assisted instruction. The committee published "Making Contact: A Computer-Assisted Library Instruction Directory."

Following the publication of the directory, the LIRT Computer Applications Committee began to explore new types of projects. It was the mid-1990s, and the term "computer assisted instruction" was on the wane. More and more libraries were turning their focus toward the "web" and naturally wondering how the web could be used for library instruction. The committee embarked on a project to create a website that had links to, and annotations of, web-based instruction materials from all types of libraries. The site eventually grew way beyond its original scope, and was migrated to an SQL database with a controlled vocabulary. The database included links to web materials as well as information on innovative instruction programs, software, hardware, online design considerations, and interface reviews. The project's ever expanding scope signaled that it was time for the committee to re-evaluate its focus.

In 1998 the LIRT Computer Applications Committee broadened its charge to include, "develops resources for the use on computer technology in library instruction." Initial projects included research on control software, courseware products, library instruction room design, and creating web pages for remote users. One recent project resulted in a review of the SMART Board and other electronic whiteboards. The wide variety of projects did not just reflect the diverse interests of the committee. The projects also represented the library instruction community's growing desire to experiment with new computer and non-computer technologies in library instruction.

Today, the use of computers and other technologies is commonplace in library instruction. Library instruction is conducted in special classrooms with computers, projectors, and multimedia. Instruction is also offered at a distance with video cameras, wireless microphones, satellites, and telecommunications. More and more instruction involves tools like courseware, electronic whiteboards, wireless keyboards, and wireless mice. Some students are supplied with computers for hands-on instruction, and others bring in their own laptops or personal digital assistants. With an ever growing number of new technologies available to enhance library instruction, the Computer Applications Committee would like to explore all of these new and exciting technologies, but does not have the time or the membership.

Therefore, to develop and prioritize projects that will be of the most use to LIRT members, the committee proposed a new name and revised charge at ALA Annual 2001. The name, LIRT Teaching, Learning, Technology Committee, and charge were approved. The committee will be responsible for identifying and promoting the use of technology in library instruction. Special attention will be given to technologies that enhance learning and can be easily adapted to a variety of different learning environments. Activities will include assisting with programs, writing reviews and articles for the newsletter, and promoting research that relates to our charge. Members of the committee will also act as liaisons to ALA committees and groups with similar goals. It is the committee's hope that the new name and charge will reflect the times by taking the emphasis off technology for the sake of technology, and placing it on the intersection between teaching, learning, and technology.

Amy Wallace, Librarian, The Libraries of the Claremont Colleges, 800 N. Dartmouth, Claremont, CA 91711 ☐

25th Anniversary Task Force

As we edge ever closer to the celebration of LIRT's 25th Anniversary in Atlanta in the summer of 2002 the pace has begun to quicken. The committee is in the process of determining what extras the budget has room for and which things may need another payment solu-tion. In the requests that you make to Emily Bergman, Treasurer for the 25th Anniversary Task Force, please be sure that you are not requesting funds for items that should be paid for with regular funds allocated to your committee. Also be sure that all funding requests from committees come through the committee chair. I am growing increasing excited about the upcoming events. Watch this newsletter for bits of our history and further plans for the Atlanta celebration.

Diana Shonrock, Chair, 25th Anniversary Task Force, shonrock@iastate.edu ☐

What We Have Learned: Implementing LSSI's Virtual Reference Desk Software

(For an introduction to concepts of "digital reference," see the Software Review column of the June 2001 issue of LIRT News: "A Brief Look at eGain Live, Web Contact Software for the Implementation of Digital Reference Services.")

In May 2001, Indiana University Purdue University Indianapolis (IUPUI) University Library began offering limited hours of live virtual reference service. We are using LSSI's Virtual Reference Desk Software, which employs eGain Live Web contact software in conjunction with software customized for library applications (<http://www.lssi.com/virtual/>).

LSSI's Virtual Reference Desk Software provides a versatile, convenient means for any library to offer its own live reference services over the web. Since the product is "hosted" over the web by LSSI, required up-front technical investments are minimal.

The software allows the librarian to interact with the patron via separate librarian and client interfaces. These interfaces are attractive and well organized, giving easy access to information and function controls. An optional feature allows the librarian to see a "tracking history" of each patron, providing access to transcripts of previous sessions.

A librarian can conduct an online session in one of three modes. The queue mode allows a librarian to see the number of waiting patrons and be connected to the next patron in line. The waiting room mode allows patrons to be selected non-sequentially, allowing a librarian to continue service to a patron who initially calls in by telephone. The meetings mode, usable for instructional applications, allows librarian interaction with up to 20 simultaneous participants.

Librarian and patrons interact through their chat windows. The librarian's browser can be used to guide the patron's browser in an "escort" session. The librarian can also share information by sending previously scripted text, individual web pages, or

"static screenshots" of the librarian's computer desktop. Advanced features allow uploading files from the librarian's computer or network and sending canned "slideshows". If enabled, the "advanced co-browsing" feature allows the patron to send pages back to the librarian.

During a session, gaps in communication may occur if a librarian or patron is engrossed in a search. New chat messages can be missed; there is no alert that a message has arrived.

When a session is closed, the patron immediately receives an on-screen summary of session URL links, and within minutes, receives an email transcript with links and chat.

The centralized set-up can have disadvantages. Since software-coding updates must be done by LSSI, local staff must communicate regularly with LSSI. Centralization can pose challenges in terms of resolving software compatibility problems and ensuring privacy.

Individual librarians can save customized Information, such as URLs, in personal folders. However, for a library to develop and use scripted responses, the text must be sent to LSSI. A second company, eGain, actually adds the text. It would be more convenient for libraries to be able to update these directly.

Compatibility issues may arise when using proprietary databases within a session, due to the variety of IP filtering and user authentication strategies in use by venders. In our implementation, we have encountered problems when using certain databases (e.g. SilverPlatter products), while other databases (such as OCLC products) work fine.

The software currently does not function properly with all "free" websites. Sites with frames, or other features such as "maintaining state" (some library catalogs), or requiring plug-ins such as Acrobat, can affect the browser windows during an "escort" session. LSSI acknowledges these problems in

its documentation and is seeking solutions for the next software release.

Since LSSI controls session transcripts, there can be institutional concerns regarding the privacy of patrons' names and transcript content. According to LSSI, transcript security is carefully safeguarded; in addition, a library can decide to have transcripts stored without the patron's name.

Librarians are able to access and staff LSSI Virtual Reference Desk software via passwords from any location. The flexible software offers potential for distance education, especially if the number of meeting participants can be increased beyond the current limit of 20. However, the software appears to be complex when first encountered. Learning advanced functions can be confusing and requires regular practice. Staff training is clearly required for a successful implementation.

For the future, LSSI is expected to incorporate Voice Over IP (VOIP) technology in its next software release. This will allow a librarian to send voice messages to the patron.

Total costs, including overall demands upon staff time, must be considered in adopting LSSI's product, as with any virtual reference project. Theoretically, LSSI's software will allow an institution to host patrons from more than one location or discipline-specialty "desk". However, buying two or more librarian "seats" with simultaneous online access to the system is expensive.

Some technically capable libraries may want to examine other options, such as "generic" Web contact software providing less start-up convenience, at lower cost. Conferencing software may also be used, but carries the liability that users may have to purchase and install special software, cameras, and microphones.

Randall Halverson, Assistant Librarian, Science/Engineering/Technology/ Nursing Team of the University Library, Indiana University Purdue University Indianapolis (IUPUI)

Are Future Lawyers Even Trained?: The Tale of Two Summer Associate Programs

By Susan Ryan, ryan@law.georgetown.edu and James H. Walther, jhwalther@bryancave.com

Law School Case Study

As some law school libraries across the country are trying to assist patrons in perfecting their research skills for future positions as attorneys, we thought a brief evaluation of our efforts in two library education programs would be interesting and representative to present to readers involved in educating similar groups of future professionals. First, in law schools, programs often called "Bridge the Gap" or "Prepare to Practice" are targeted to students who will be working at a law firm in the summer between the second and third year of law school. At Georgetown University Law Library in Washington, DC, the public services librarians offer a half-day training session each year for students who will be working as summer associates. A perennial favorite among students, the program offers both lectures and a "real world" exercise to give attendees the familiarity of the classroom along with the experience (albeit simulated) of working in a new environment.

The Program Design

Our program began in 1991 as a collaborative project between librarians from local law firms and members of the reference staff of Georgetown University Law Library. The format of the original program was rather different than the one used today, but the motivation, to help law students be better prepared for their summer employment, was the same. The current model of large group lecture followed by research simulation was instituted in 1997 and has worked quite well, based on student evaluations. All of the attendees (usually between 80 and 100 students) listen to two lectures: one on how to succeed in the law firm environment and one on administrative research.

The lecture on the law firm environment is given by Ellen Callinan, the library's webmaster, who was for many years the head of a DC law firm library and was one of the original organizers of the summer associate training program at Georgetown. This lecture has proven to be very popular with students who appreciate the practical advice and tips on how to do well in a setting very different from academia.

The lecture on administrative research (finding government regulations) is given by one of the Georgetown reference librarians. This talk takes the students through a typical research assignment using administrative sources. Attendees find this lecture less enjoyable than the one on the law firm environment, and in the future this lecture may be replaced with one on online searching tips. Administrative research is not the most scintillating part of legal research, which contributes to the negative evaluations. It is, however, a vital component of many legal research projects, and the librarians are reluctant to abandon it as a topic entirely.

The second part of the program is a simulation of a law firm research assignment. Students come to the library's reading room, and are made "summer associates" in the firm of Williams, McDonough and Gewirz (the names of the buildings on the law school campus). They are divided into teams of two people and given a packet of materials, including a research assignment to complete in an hour and 15 minutes. The assignment requires the students to do research into a legal issue, then write a short memo on their findings. The students also receive a set amount of "summer associate money" (colored paper in various denominations – created by the reference staff) which they use to pay for the resources that they use in their research. For students used to relying on online legal databases and disregarding the cost, this can be an eye-opening experience. The students who produce the best memo at the end of the program are awarded "positions" as associates with the fictional firm.

Helping Students Throughout the Summer

In 2000, a new component to summer associate training was added: a research website, located on the Georgetown University Law Library homepage, <http://www.ll.georgetown.edu/sass>. This website, along with the library's e-mail reference service and summer reference desk hours, has kept students connected to the law school's research assistance after the training program is over. Although students are actively encouraged to use the resources of the law firm where they work during the summer, they sometimes don't wish to appear foolish to anyone at the firm; talking to one of the Georgetown librarians provides them with a safe place to ask what they think is a stupid question.

Obviously, the training that Georgetown provides to its students is no replacement for the training that they receive from their law firm. Because the school's students work in many different firms throughout the country, there is no way to tailor instruction to any one firm's practices. In addition, students work in every area, so the instruction is deliberately not subject specific. Georgetown's program and website are designed to provide general information useful for many different kinds of practice.

Law Firm Case Study

In the Washington office of Bryan Cave, we recruit summer interns from predominately the top tier law schools and our expectations are high in all skill categories.

While our practice groups across the firm are international in their scope, summer interns are exposed to content specific practice areas throughout their summer experience, such as intellectual property, securities, environmental, telecommunications, litigation and regulatory areas.

ALA ANNUAL CONFERENCE REPORTS
from LIRT Committees and Task Forces

(Editor's note: Absence of a committee indicates that the report was not received by press time. See the web edition of the LIRT News *for meeting attendance, and chair.)*

ADULT LEARNERS
Angela Dunnington, Chair

The committee worked on revising our newsletter article outline for the 25th Anniversary Task Force. This article will be a "then and now" article emphasizing library instruction for adult learners over the last 25 years. We also examined issues related to the instructional needs of adult learners at a variety of different types of libraries (public, academic, school, special). The committee will work closely with the 25th Anniversary Task Force Liaison in preparing the final draft of the newsletter article. The submission deadline for the newsletter article is October 15, 2001. The article will appear in the December issue of LIRT News. This committee currently has six members representing public and academic libraries.

CONTINUING EDUCATION
Jonathan Helmke, Chair,

Members discussed two projects that will be completed this year. The first project will be the Top 25 of the Top 20 for the LIRT 25th Anniversary. Each committee member will recommend articles from their assigned year. During the Midwinter meeting, committee will discuss the recommendations and produce the final list. The second project will be selecting articles for the Top 20 for 2001. Each committee member will recommend articles before the Midwinter meeting to the committee chair. During the Midwinter meeting, committee will discuss the recommendations and produce a final list.

ORGANIZATION AND BYLAWS
Maggie Zarnosky, presiding for Mitch Stepanovich, Chair

Business included gathering materials for an exhibit for the upcoming anniversary celebration (send materials to Emily Bergman), revision of bylaws as well as additions, maintenance and revision of the LIRT manual. Virtual committee membership was also discussed. Maggie noted that the *Bylaws* do not state that members are required to attend committee meetings; she will raise the issue at Steering I.

Allison Armstrong reported that the following bylaw wording change laws will be put on the Spring 2001 ballots for approval by the membership:

> *"The Election/Nomination Committee is responsible for producing a slate of candidates for each position that will ensure representation on the Executive Board from all or almost all types of libraries on a rotating basis."*

LIRT Manual:
A question had been raised at Executive I about whether or not maintenance of the *LIRT Manual* should be the responsibilities of an appointed position or the LIRT Secretary. After discussion, there was agreement that the committee recommend to Steering that the Chair of Organization and Bylaws should continue with this responsibility.

Indexes to the *Manual* were discussed,and it was agreed that the print version did not need an index. The electronic formats have an index. Members agreed to discuss in the future the need to maintain two formats of the Manual online (HTML and Word), and editorial problems in keeping both formats current.

Committee Charges/Revisions:
The new committee charges for "Adult Learners" and "Transitions to College" were added to the *Manual,* and Alison will make sure that the Computer Applications Committee's name is changed to "Teaching, Learning, and Technology".

Committee Checklists:
The issue was raised of whether or not each committee needs an individual committee checklist in the *LIRT Manual* or if the generic "Committee Chairperson" checklist is sufficient. Alison indicated that the current "Committee Chairperson" checklist could be reviewed. Maggie indicated she would make this recommendation at Steering I. She would also ask committee chairs to give specific tasks for their committee that should be included in the checklist to Alison.

Merging the Organization and Bylaws & Elections Committees:
The issue of whether or not Organization and Bylaws should be merged with Elections was raised, and after discussion was brought to Steering I. Committee members present were ambivalent towards merging with Elections. One option suggested was that Elections become a subcommittee of Organization and Bylaws (similar to the 5-Year Financial Planning Task Force within Long Range Planning). Elections meetings need to remain closed to the general membership.

NEWSLETTER COMMITTEE
Carol Carson Schuetz, Chair

Members planned the content and production of the upcoming newsletters.

The LeRoy C. Merritt Humanitarian Fund

Application instructions available at:
<http://www.merrittfund.org>.

By Tracy Hull, tlhull@duke.edu

Member A-LIRT

Sharon Stewart

As LIRT gears up for it's 25th anniversary, founding member Sharon Stewart will be winding down her last year of membership before retirement. Sharon signed the original petition lobbying to form a Round Table for library instruction. Over the years she has served on and chaired many committees including the Program Committee, the Liaison Committee, and the Research Committee. Her involvement in LIRT has helped produce ideas and helpful resources for the field, such as the publication edited by Diane Shonrock, <u>Evaluating Library Instruction</u>, and May Brottman and Mary Loe's <u>LIRT Library Instruction Handbook</u>.

What Sharon likes most about LIRT is that, unlike other ALA Committees, it is very inclusive: membership is fairly open and a person does not have to meet a lot of requirements to be involved. She also believes that the committee structure of LIRT has remained on target since the day it started and has continually grown -- both important features of a successful Round Table. Within these commit-

tees and LIRT as a whole, there is a sense of camaraderie, which Sharon finds appealing. This spirit is strengthened by the willingness of people to contribute to various efforts within the Round Table.

Sharon is the head of the McLure Education Library at the University of Alabama. She received a Master of Arts in Library Science from the University of Iowa, and landed her first professional position in the business library at the University of Alabama. In 1976 she moved to library instruction, and in 1985 secured the position as head of the education library. Throughout her career, Sharon has been very active in national and local library associations. In fact, before becoming a librarian in 1967, she attended the annual ALA conference in Kansas City.

Sharon's forward-looking ways also broke some barriers within her library. She was the first woman in her library to wear pantsuits to work, forgoing the tradition of women always wearing skirts and dresses. She has applied this proactive approach to all aspects

of her career. She has published a variety of articles ranging from library design analysis to youth literature, and she has involved herself in various programs at her university, including the development of a course in library research for the university's External Degree Program, which she began teaching in 1978.

Based on her years of experience, Sharon believes that the most important aspect of teaching is preparation. When asked what advice she would give to a new instruction librarian, she responded, "Prepare, prepare, prepare. People will know when you are bluffing." She also thinks it is important to show your enthusiasm, because the students will respond to it. That makes the difference.

In Sharon's spare time, she is active in a wine tasting club and in the University's Women's Club gourmet group. She also has been involved with a shelter for abused women from which she recently sponsored a family. As a matter of fact, the evening of this interview she planned to go to the new

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ALA ANNUAL CONFERENCE REPORTS

PUBLICATIONS COMMITTEE
Patience L. Simmonds, Chair

To celebrate the 25th Anniversary of LIRT, the Publications Committee has started an ambitious project: the indexing of LIRT's Top 20 Library Instruction articles from 1985 to the present – 320 articles in all. In addition to author, title, date, type of institution, etc, the categories will include such areas as: collaboration with teaching faculty, transition from high school to college, assessment, information literacy, critical thinking skills, and even emerging technologies (think of all those early articles about CD-ROMs)!

Our project, which will be added to the ERIC (Educational Resources Information Center) database, will also provide an overview and analysis of major trends in these areas of library instruction

- assessment
- user behavior/user expectations
- critical thinking skills
- instruction techniques for librarians

This project will complement and make more accessible the hard work of the Continuing Education Committee over the years and will provide some historical perspectives on instruction in all types of libraries. We also hope that looking at the "big picture" of the past 16 years will inform decisions about how to make the work we do even more valuable to our users.

25TH ANNIVERSARY TASK FORCE
Diana Shonrock, Chair

Gale Burrow announced that the budget for the celebration is $5,000, and activities requiring funds have been determined. The 25th anniversary Web page will be linked to the LIRT page. The task force member liaisons went to their assigned LIRT committees and reported back. Many committees are working on "Then and Now" series articles for the newsletter about the history of the subject area of the committee, such as adult instruction from Instruction for Adult Populations, or of the committee, such as the Research Committee's various projects over the years. Other committees are producing publications, such as the top 25 of the top 20 and the history of instruction research. The party, the booth, the oral/video histories, and the program continue to be planned.

Check These Out

"Ethics of Information Use."
Teacher Librarian 29.1 (October
2001) 36-37. [Poster]

Fosmire, Michael. "Bibliographic
Instruction in Physics Libraries: A
Survey of Current Practice and
Tips for Marketing BI." Science
and Technology Libraries 19
(2002): 25-34.

Jacobson, Trudi E. "Partnerships
between Library Instruction Units
and Campus Teaching Centers."
Journal of Academic Librarianship
27.4 (July 2001): 311-316.

Parker-Gibson, Necia. "Library
Assignments: Challenges that
Students Face and How to Help."
College Teaching 49.2 (Spring
2001): 65-70. [Written for a
faculty audience.]

Powell, Gary C. "The ABCs of
Online Course Design." Educa-
tional Technology 41(July/August
2001): 43-47.

Smith, Ester G. Texas School
Libraries: Standards, Resources,
Services, and Students' Perfor-
mance. <http://www.tsl.state.tx.us/
ld/pubs/schlibsurvey/index.html>.
 Accessed 10-13-01>. [Impact of
the school media center. Informa-
tion about other state studies can
be found on the AASL School
Library Media Research web site:
<http://www.ala.org/aasl/SLMR/
links.html>]

Smyth, J. B. "Using a Web-Based
MOO for Library Instruction in
Distance Education." Journal of
Library Administration 32.1/2
(2001): 383-392.

Walling, Linda Lucas. "Public
Libraries and People with Mental
Retardation." Public Libraries 40
(March/April 2001): 115-120.

✓ *Goodbye/Hello*

This is the last *Check This Out* column I will write. It has been a pleasure to share your reading over the years. I hope you will join me in a warm welcome to Cynthia Akers, who will take over the column completely with the next issue.
-- *Mary*

Mary Pagliero Popp, Information Technologies Public Services Librarian, Indiana University Bloomington Libraries.

Hello to LIRT, and I am really looking forward to continuing the wonderful job done by Mary. My interests in library instruction range from learning more about Web courses to integrating information literacy across the curriculum. I hope to hear from you about the type of articles you want to see included in "Check This Out."

— Cynthia

Cynthia Akers, Head of Information and Instructional Services, White Library, Emporia State University Libraries, akerscyn@emporia.edu.

LIBRARY INSTRUCTION ROUND TABLE
COMMITTEE VOLUNTEER FORM

If you are interested in serving on a LIRT Committee, please complete this form and mail it to the Vice-President/President Elect of LIRT:

> Anne Houston, Head of Mallinckrodt Library, Loyola University —
> Mallinckrodt Campus, 1041 Ridge Road, Wilmette, IL 60091
> Work: 847.853.3050   FAX: 847.853.3203   Email: ahousto@luc.edu
> <http://www.baylor.edu/LIRT/volform.html>

Name and Title:

Telephone (Work):   (Home):
FAX: E-Mail:

Institutional Address:

Home Address:

Date of Application:

LIRT Committee Preferences: (Use the numbers 1-9 to indicate order of preference, with 1 being the most preferred. If you are willing to serve as recorder for this group, follow your number preference with the letter "R")

_____Adult Learners	_____Newsletter
_____Computer Applications	_____Organizational/Bylaws
_____Conference Programs	_____PR/Membership
_____Continuing Education	_____Publications
_____Elections/Nominations	_____Research
_____Liaison	_____Transition from High School
_____Long-Range Planning	to College

Can you regularly attend LIRT meetings at the ALA midwinter and annual conferences?
_____YES   _____NO (but would like to participate through email, and online)

Please attach a separate sheet listing committees or offices (if any) previously held in LIRT, ALA or state/regional associations, with years of service.

TECH TALK   25 Years of Technology

By Billie Peterson, Baylor University

Dear Tech Talk—

Twenty five years ago, I was a toddler — now here I am, grown and a professional librarian!! Somewhat unexpectedly, I've recently become involved in library instruction activities. Awareness of LIRT's upcoming 25th Anniversary, has prompted me to wonder about what library instruction must have been like twenty-five years ago. In particular, I am curious about how the use of technology in library instruction has changed during the last twenty-five years.

—Really Ready to Reminisce

Dear RRR—

There are still a fair number of librarians in the profession who began their professional careers with bibliographic instruction responsibilities twenty-five years ago, and many are still actively involved in bibliographic instruction at this time — but, my oh my, how the instructional methodologies have changed. It's unlikely that anyone who began their career in 1977 could have imagined how strongly technology would impact their instruction by 1990, much less by 2002.

Although there has been a gradual evolution in the use of technology in instruction during the past twenty-five years, there was a clear shift in the late 80's, early 90's. Consequently, this column will review the technologies used prior to 1990; and the next column will look at the instructional technologies that have developed since 1990.

What kind of instructional technology was available between 1977 and 1990, and how were these methods incorporated into library instruction? Actually, the basic process wasn't substantially different from what is done today, especially within academic libraries.

Librarians were contacted by interested faculty who wanted some type of course-related research instruction provided to their students during a single 50 or 80 minute session, and librarians reached out and offered instruction opportunities to their constituents. The major differences between then and now are most visible within the realm of instructional technology.

Then, many librarians provided instruction by wheeling a book truck, heavy-laden with resources, to the classroom and proceeded to discuss the use of each resource within the context of research for that group of people. Often the books would be passed about the room and examined by those attending the instruction. In some instances, the highest form of technology used may have been the photocopy machine, which was very unsophisticated by today's standards. Using photocopy machines, instructors created, copied, and distributed specific examples from various resources, to which the students could refer later — if they didn't discard them!!

And what about creating those handouts? Word processors didn't exist until the late 70's, early 80's. Even with the gradual availability of word processors, they were specialized machines, located in the administrative offices of larger libraries, and used only by those who had received the appropriate training. Therefore library instructors created handouts by "cut and paste" — literally. They copied examples from reference books and then cut and pasted them onto sheets of paper. They used typewriters to add text with more explanatory information. They photocopied these originals, using white-out to hide any imperfections that resulted from the copy/paste process. Another technique used to enhance the handouts was rub-on transfer lettering. This transfer lettering was sold in sheets with different font styles and sizes. Instructors would "layout" the handout and then, one by one, they transferred each letter to the desired place on the handout. Once again, the photocopier made multiple copies for distribution.

From the creation of handouts, it was an easy step to modify or convert the handouts into transparencies for use with overhead projectors. Overhead projectors were relatively inexpensive and easy to use. The biggest technological challenges with overhead projectors were displaying the transparency correctly and changing the light bulb when it blew out — inevitably during a presentation!! As photocopy machine technology improved, it was possible to copy handouts directly onto the plastic sheets used with the projectors.

Another popular instructional tool that resulted, in part because of the improvements in and increased access to photocopy machines, was the use of self-paced workbooks. This mode of instruction was used in academic libraries, especially those libraries where they dealt with a large number of students, and there were not enough instructional librarians to meet the demand. In some instances the self-paced workbook replaced classroom instruction, and in other instances it supplemented classroom instruction. Students selected a predetermined topic and found information on that topic using the self-paced workbook as a research guide. The completed workbook was then turned in and graded. One more form of self-paced instruction appeared with the availability and portability of cassette tapes. Librarians used this technology to create self-guided audio tours of library facilities. Similar to the audio tours used in art museums, librarians identified important areas and library services. They wrote scripts, recorded the scripted information, and created multiple copies of the tapes. Those interested in taking the tours checked out cassette players and used printed information to walk through the facilities and learn about the library and available services.

A quick perusal of the journal literature during the late 70's and early 80's, indicates that the use of slides and slide/tape presentations was another popular method of instructional delivery — one that went beyond simply speaking in the front of a classroom with a book truck loaded down with resources. Once again, like overhead transparencies, the use of slides could be relatively inexpensive.

At a basic level, those using this form of technology only needed a camera, film, the funds to develop and duplicate the slides, a slide projector, and a screen. Of course, with the availability of additional funding, some libraries hired professional photographers to create the slides — resulting in high-quality slides. One of the great advantages of slides was their flexibility. Instructors could easily change the order of the slides, add and remove slides as was appropriate for the particular kind of instruction, and completely replace slides when information had changed or become outdated.

Back then, just like now, some libraries experimented with "cutting edge" instructional technology. In the 80's one type of technology with which librarians experimented was the use of videotapes. Librarians at Ohio State University scripted, designed, and developed the videotape, "Battle of the Library Superstars" — a parody of television sports programs — to introduce large numbers of freshmen to basic research concepts in an entertaining manner. Librarians introduced the video and followed-up by giving the students information on the assignment that accompanied the video. This 20 minute videotape was a slick product for its time. OSU theatre majors were used as the actors, and it was filmed by a professional camera crew from OSU's Telecommunication Center. Another example come from the Undergraduate Library at the University of California, San Diego. Librarians there developed a video, "Searchin' Safari" — also filmed by professionals from another department on the campus. Although exciting and innovative, the use of videotapes

for instruction provided a couple of challenges — high quality videos were not inexpensive and therefore were out of reach for many librarians without obtaining some grant support; video-tapes produced on a low budget had an unpolished look; and perhaps more importantly, when information in the videotape became outdated, there was no way to make changes. The information was pretty much set in an analog stone.

One other "cutting edge" technology used by some for library instruction was computer assisted instruction programs. These programs were written in programming languages, such as BASIC, with the intent to provide an interactive and stimulating introduction to good research techniques. Librarians created CAI programs to teach card catalog usage, to teach basic research skills, to provide tours of libraries, and more. The more sophisticated programs provided alternative routes through the learning process, depending on the answers selected. Librarians published research articles that evaluated the instructional and cost effectiveness of these CAI programs. However, although these programs could be adapted to changes, they required time and knowledgeable programmers to create and maintain them. They also required public access to the computer where the programs were stored — in an era before PC's.

At some point in the 80's — seemingly overnight — computers were much more visible in libraries. Computers were no longer available only in technical services, with the only public access through online catalog terminals or maybe an OCLC terminal at a reference desk. HW Wilson and Information Access Company were some of the first vendors to market computer databases that were designed specifically for general patrons as end-users — not librarians. Now, librarians needed to bring these new technological resources into the classroom, along with the print resources. It was during this time that the path of computer technology and instructional technology began to merge, and

instructional technology techniques in the library started to take a major shift. This shift and its current outcome will be the topic of a future Tech Talk column.

Additional Resources:

Eng, Sidney. "CAI and the Future of Bibliographic Instruction." Catholic Library World (May-June 1984): 441-444.

Guidelines for Contributors to the LIRT News

While the LIRT News exists primarily to inform members about activities of the roundtable, the newsletter committee actively seeks and welcomes contributions that address library instruction in any library setting-public, school, academic or special.

Article Types Accepted

Although any submission related to library instruction will be considered for publication, the committee is eager to encourage articles of the following kinds:

Teaching technique articles introduce a technique and show how it can be used in a library instruction setting.

Successful assignment articles examine a library assignment and show how its success might be replicated in a different environment.

Technologies in teaching articles explain a creative use of technology in the library classroom.

Review articles provide a summary and evaluation of a book, software, or hardware product that may be of interest to library instructors.

Focus on Academic/Public/School/ Special Libraries articles focus on instruction issues that may be of particular interest to librarians doing instruction in a particular kind of library.

For more details, please consult: <http://www.baylor.edu/~LIRT/guidelines.html>

Hardesty, Larry. "An Uncertain Crusade: The History of Library Use Instruction in a Changing Educational Environment." IN <u>Academic Librarianship, Past, Present, and Future,</u> 97-111. Englewood, CO: Libraries Unlimited, 1989.

----- "Use of Media in Library Use Instruction." ERIC Document ED261688.

Johnson, Kathleen A. and Barbara S. Plake. "Evaluation of PLATO Library Instructional Lessons: Another View." <u>Journal of Academic Librarianship</u> (July 1980): 154-158.

Lorenzen, Michael. "A Brief History of Library Information in the United States of America." <u>Illinois Libraries</u> (Spring 2001): 8-18.

Martin, Lynne M. <u>Library Instruction Revisited: Bibliographic Instruction Comes of Age</u>. New York: Haworth Press, 1995. (Also <u>Reference Librarian</u>, no. 51/52).

McNally, Thomas and Jane Segal. <u>Battle of the Library Superstars</u>. Columbus: The Ohio State University Telecommunications Center, 1981.

Piette, Mary I. and Nathan M. Smith, Jr. "Evaluating a HyperCard Library Instruction Program." <u>Research Strategies</u> (Spring 1991): 87-94.

Segal, Jane and Tom McNally. "Battle of the Library Superstars." <u>Library Journal</u> (April 15, 1983): 795-797.

Smith, Jean. "Teaching Research Skills Using Video: An Undergraduate Library Approach." <u>RSR Reference Services Review</u> (1998): 109-114.

Smith, Jean and Jim Jacobs. <u>Searchin' Safari</u>. La Jolla, CA: OLR Television, College of Medicine, University of California, 1987.

"State-Of-The-Art of Academic Library Instruction. 1977 Update." ERIC Document ED171272.

Teifel, Virginia, "Library User Education: Examining Its Past, Projecting Its Future." <u>Library Trends</u> (Fall 1995): 318-338.

Welsch, Erwin K. "Using Research Assistant for Library Instruction." <u>Computers in Libraries</u> (June 1990): 10-13.

Williams, Mitsuko and Elisabeth B. Davis. "Evaluation of PLATO Library Instructional Lessons." <u>Journal of Academic Librarianship</u> (March 1979): 14-19.

As always, send questions and comments to:

Snail Mail: Tech Talk
Billie Peterson-Lugo
Moody Memorial Library
P. O. Box 97143
Waco, TX 76798-7143

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Billie_Peterson@baylor.edu

Partnerships for Instruction
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The PowerPoint presentation from Jones' talk is available from his Web site at <http://www.connectingya.com>. He also mentioned that two good models for outreach are the CLASP program from The New York Public Library <http://www.nypl.org/branch/services/clasp/clasp.html>, and the School Corps program from the Multnomah, Oregon County Library <http://www.multnomah .lib.or.us/lib/schoolcorps/index.html>.

Eight poster presentations on related topics followed the speakers. Topics and presenters were: Jane Bradford and Barbara Costello from Stetson University, outreach to local high school students in IB (international baccalaureate) programs; Lorraine Bruce from University of Washington, the Rapid Library Transformation Initiative which offers technology workshops to local school librarians; Vanessa Burford and Angela Dunnington from University of Texas San Antonio, College Success Seminar program to enhance the transition from high school to college; Ginny Cunningham, Jana Futch, Matt Torrence, Jim Vastine from University of South Florida, teaching research skills to local high school IB students; Marian C. Hampton from University of Pittsburgh, the Investing Now program offering research skills instruction for African American students in Pittsburgh Public Schools; Paula McMillen from Oregon State University, a program to teach bibliotherapy to graduate counseling students; Ann Viles from Appalachian State University, collaboration among librarians and faculty for instruction for a music appreciation course; and Raymond Wang from SUNY Rockland Community College, evaluation of Web-based instruction for ESL students.

The 2001 annual program was well received and left attendees with many new ideas to ponder, and projects to try.

Anne Houston, Program Committee chair and Vice President/President-Elect of LIRT.

Do's and Don'ts

But, let me clarify – my aim here is not to put down any tutorials . . . Part of the content in the "perfect" tutorial would include graphics, animation or video to visually depict important points. Those points could be scenes showing how to do something (such as editing a bookmark file in Netscape), or illustrating concepts (such as the client/server interaction).

Now, after making some bold proclamations on tutorial dos and don'ts, should online tutorials be disregarded as potentially beneficial learning tools? I think that the answer is, "No." We simply need to be aware of their limitations and work around them. There are some great examples of tutorials that are working to accomplish excellent learning objectives.

For example, Purdue University Libraries uses an introductory-level online tutorial, Comprehensive Online Research Education (CORE) for teaching some basic search strategies. This tool is visually appealing, modulated for easy integration into various course curricula, and self-paced for the learner to use at his or her own discretion. Although it is text heavy, the strategically placed hands-on activities break up the monotony of the words and keep the learner engaged. View this tutorial at <http://core.lib.purdue.edu/>.

Another excellent example of an online tutorial, one that uses graphics in a productive way to enhance the learning environment is the TILT tutorial developed by The University of Texas. This highly regarded, award-winning teaching/learning tool is now publicly available and can be customized for specific needs. View this tutorial at: <http://tilt.lib.utsystem.edu/>.

If you are looking for a variety of online tutorials (or other Web-based learning/teaching tools) then you will want to check out The Internet Education Project, developed by members of the Emerging Technologies Committee as part of the Association for College and Research Libraries Instruction Section.

"The IEP is a means to promote and share peer reviewed instructional materials created by librarians to teach people about discovering, accessing and evaluating information in networked environments. The Committee hopes that publicizing selective, high quality resources will help librarians to respond to the educational challenges posed by still emerging digital technologies."

View their site at: <http://cooley.colgate.edu/etech/iep/default.html>.

One last note . . . when selecting tutorials for instruction, always keep in mind what works best for your institution. Consider the learning objectives you want to accomplish and write out a plan of action to help you decide how and when online resources are most useful. For more help on writing learning objectives check out this educational resource – Ask Eric! View their site at: <http://ericir.syr.edu/>.

1 This questionnaire was created and used by Judy Pask and Alexius Smith for surveying incoming freshmen during the three-day orientation, Boiler Gold Rush, 1998 – 2000.

2 Brandt, Scott, D. "Tutorial, or Not Tutorial, That Is the Question..." Computers in Libraries. 17.15 (May 1997): 44-46.

Nominations requested for LIRT Officers 2002/03

LIRT is seeking nominations for three offices. The by-laws stipulate that nominees for office must be selected from different types of libraries on a rotating basis. Candidates must be current members of LIRT and must have served for at least one year on a committee or a task force of the Round Table. The rotations for the 2002/2003 election stipulate that librarians from the following types of libraries are eligible to hold the following offices:

Vice-President/President Elect
-Academic

Vice-Treasurer/Treasurer Elect
-Special, Public or School

Secretary
-Any category librarian

Other Requirements
Officers must be able to attend all ALA Midwinter and Annual Conferences for the duration of their commitments. The office of Vice-President/President Elect is a three year commitment as an Executive Board member; one year as Vice-President/President-Elect, one year as President, and an additional year as Past President. The Vice-Treasurer/Treasurer Elect serves an one year term as part of a two year commitment to the Executive Board as Vice-Treasurer/Treasurer Elect and Treasurer. The Secretary serves an one year term.

Please send nominations to:

Elizabeth Margutti
Chair, Elections Committee
Clemons Library
POB 400710 Newcomb Station
University of Virginia
Charlottesville, VA 22904-4710
FAX   (804) 924-7468
Phone: (804) 924-7410
Email: margutti@virginia.edu

Integrating Information Literacy into the College Experience

LOEX 2001 Conference
Ypsilanti, Michigan
May 10-11, 2002

<http://www.emich.edu/public/loex/conferen/2002/>

Future Lawyers
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With this wide spectrum of research areas upon which to focus, our training initially focuses on the directional and management aspects of research at the firm: 1) library collection tours 2) project management 3) interlibrary loans and fee based services 4) subject specific research in core areas of the firm's practices 5) vendor services 6) Internet research and usage 7) confidentiality issues and 8) billable services management. As each of these are essentially tied to the success of the summer associate experience at the firm, these are essential aspects of our initial, day-long training program upon entry to the firm.

Beyond the Basics

As in the law school program at Georgetown, we initially structure our training endeavors in a day-long training session, centered on the above eight sections. This is furthered throughout the summer with: 1) vendor provided training and brown bag lunches, 2) one-on-one training in a unique content area, such as a fifty state statute survey or legislative training, and lastly 3) point-of-need training. Our experience in law firms demonstrates that the most difficult research challenge in this transition from law school student to summer associate is the immediate transition into billable, online research services, namely LEXIS-NEXIS and WESTLAW. We spend a considerable amount of time in the initial days of the summer associates' time with us discussing how to be cost-effective researchers, as well as introducing them to non-law school services, such as Pacer, Courtlink, and LiveEdgar. Another vendor training component should be to mention the availability for summer associates to utilize document services through university fee-based services (such as RiCE at Rice University), document retrieval companies for caselaw, dockets and transcripts (Washington Documents) or securities filings (Global Securities), of course, all managed by library staff.

Knowing about specific services, pricing, interlibrary loan procedures, in place vendor relationships, and turn-around time on research services, will provide summer associates with a realistic view of what day-to-day research consists of in the law firm setting. For some students, the transition may be easier based on some similarities found in collections and known areas of law. For others, the disparities between the law school and law firm library collection, cause struggles in working with the parameters of the new system. We encourage our "summers" to take the time to learn how to research something a different way in a different collection. Especially should the intern become our future hire, we hope they understand (and even enjoy) working with our library staff and collection.

The Librarian's Life as a Trainer

At Bryan Cave, librarians serve as trainers and assist summer associates in their projects; all projects can become training projects. We find that law students taking advantage of training offered before coming to our firm training create an effective bridge for themselves and their summer experience. While no national study exists on what types of pre-summer associate training is offered in all law schools, it is hoped there is some training beyond vendor online searching classes. If not, the onus falls upon the law firms recruiting students. An ample assessment should be done in a preliminary assessment, possibly by contacting the student during the spring months prior to joining the firm. If this is not feasible with the recruiting department, offer training initially upon coming to the firm with some solid, content training and assistance throughout the summer. Bagel breakfasts and brown bag lunches may be a great way to introduce a training issue far past those first hectic days at the firm.

Final Thoughts

In thinking about this transition from one set of skills, available collections and where training effectively is administered, we are reminded of the old adage "If we build it, they will come". In our training experience in both types of law libraries, here we anecdotally have found that the research process is an effective usage of time for summer associates. Others point out that it is hard to assess the legal work product and point to the effective research methods employed, (Howland and Lewis, 1990), but it is assumed that without training on either side of the process, summer associates would fail rather than succeed.

We hope this case approach of what happens at two points of entry into library research provides an illustrative example for others in similar settings, such as in medical or business schools. As library trainers, we may be sending out users that are each other's dreaded or loved library patron.

Further Reading on Related Issues

Howland, J.S. and Lewis, N.J. "The Effectiveness of law school legal research training programs", <u>Journal of Legal Education</u>, 40 (1990): 381-391.

Technology Integration into the Curriculum Massis, B.E. "How to create and implement a technology training program." <u>American Libraries</u>, Vol. 32.9: (2001): 49-51.

Susan Ryan is Reference/Education Services Librarian at Georgetown University Law Library, and James H. Walther is Manager of Library Services at Bryan Cave, LLP, Washington, D.C.

Member A-LIRT
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home of her sponsored family to help with the delivery of several items of donated furniture. When Sharon retires in the spring of 2002, she will have much more time to devote to these activities, but her first priority is to spend the whole summer in Chautauqua, New York, where she will enjoy their culturally rich performing arts programs, including the opera, ballet, orchestra, lectures and other outdoor performances.

Since Sharon is retiring, the Midwinter meeting may be her last ALA conference. LIRT will miss you Sharon and all of your contributions, but we wish you well and hope you enjoy your retirement. Thanks and good luck!

Tracy Hull is Communications Liaison and Reference Librarian at Georgia State University's Pullen Library.

LIBRARY INSTRUCTION ROUND TABLE STANDING COMMITTEES

ADULT LEARNERS: Assists library professionals to understand, find information or promote ideas on learning styles, teaching methods, and training resources most often associated with adult learners.

CONFERENCE PROGRAM: Plans the LIRT program for the ALA Annual Conference. Makes arrangements for speakers, room, handouts, and activities during the program.

CONTINUING EDUCATION: Conducts research and develops plans, actual materials, and directories to further the education and help meet the information needs of librarians engaged in user education.

ELECTION/NOMINATING: Prepares a slate of candidates for LIRT offices and maintains records on procedures, candidates, and election results. Solicits volunteers for LIRT committees and maintains files of prospective committee appointees.

LIAISON: Attends and reports to LIRT Steering Committee and members about committees within ALA involved in library instruction activities. Distributes to conference attendees a listing of instruction-related programs and meetings at ALA Conferences.

LONG RANGE PLANNING: Develops short and long range plans for LIRT. Implements planning and operations for the activities of LIRT. Chaired by the president-elect.

ORGANIZATION & BYLAWS: Reviews, revises, and updates the organization manual of LIRT. Recommends to the Executive Board, and through it to LIRT members, the establishment, functions, and discontinuance of committees and task forces. Maintains the Constitution and Bylaws of LIRT and recommends amendments to those documents.

NEWSLETTER: Solicits articles, prepares and distributes the LIRT newsletter. The Executive Board of LIRT serves as the Editorial Board for the LIRT newsletter.

PUBLIC RELATIONS/MEMBERSHIP: Publicizes LIRT purposes, activities, and promotes membership in LIRT. Develops brochures and news releases to inform members, prospective members, and the library profession about LIRT activities. Sponsors an exhibit booth at the Annual Conference. Organizes BITES (meals for instruction librarians to meet for food and discussion) at conferences.

PUBLICATIONS: Establishes, maintains, and disseminates LIRT Publication Guidelines. Solicits ideas for publications and advises as to the appropriate means for publication.

RESEARCH: Identifies, reviews, and disseminates information about in-depth, state-of-the-art research concerning library instruction for all types of libraries. Pinpoints areas where further investigation about library instruction is needed.

TEACHING, LEARNING, & TECHNOLOGY: Identifies and promotes use of technology in library instruction, with special attention given to technologies that enhance learning and can be easily adapted to a variety of different learning environments.

TRANSITION FROM HIGH SCHOOL TO COLLEGE: charge under development

Committee Appointments are for 2 years. Appointments begin at the close of the annual conference and continue through the close of the annual conference in two years. For more information, contact Anne Houston, telephone: (847) 853-3050, email: ahousto@luc.edu, or consult the LIRT website at <http://www.baylor.edu/LIRT/>. A committee volunteer form is available on page xx of this newsletter.

Library Instruction Round Table News
c/o Lorelle Swader
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LIRT